WARE SHOALS ELEMENTARY

75 West Main Street
Ware Shoals, South Carolina 29692

GRADES	4-6 Elementary School	
ENROLLMENT	304 Students	
PRINCIPAL	Nancy Brown	864-456-2711
SUPERINTENDENT	Fay S. Sprouse	864-456-7496
BOARD CHAIR	Ed Farr	864-456-7496

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD — 2004

ABSOLUTE RATING: AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	58	28	0	0

IMPROVEMENT RATING: BELOW AVERAGE

ADEQUATE YEARLY PROGRESS: NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

For More Information, visit websites at:
www.myscschools.com
www.sceoc.org

Performance Trends Over 4–Year Period

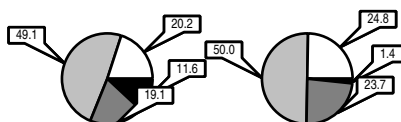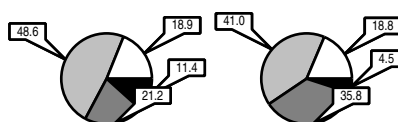|	**Absolute Rating**	**Improvement Rating**	**Adequate Yearly Progress**
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

## Definitions of District Rating Terms

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

Percent of Student Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2003-04 whose 2002-03 test scores were located.   97.2%

Palmetto Achievement Challenge Tests (PACT)

Our School   **Elementary Schools with Students like Ours**

Our School		Elementary Schools with Students like Ours	
Mathematics	**English/Language Arts**	**Mathematics**	**English/Language Arts**

Our School Mathematics: 49.1, 20.2, 11.6, 19.1
Our School English/Language Arts: 24.8, 50.0, 1.4, 23.7
Elementary Schools with Students like Ours Mathematics: 48.6, 18.9, 11.4, 21.2
Elementary Schools with Students like Ours English/Language Arts: 41.0, 18.8, 4.5, 35.8

Definition of Critical Terms

⬛	**Advanced**	Very high score; very well prepared to work at next grade level; exceeded expectations
⬛	**Proficient**	Well prepared to work at next grade level; met expectations
⬛	**Basic**	Met standards; minimally prepared, can go to next grade level
⬜	**Below Basic**	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT Performance by Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	290	99.7	24.8	50.0	23.7	1.4	38.1	Yes	Yes
Gender									
Male	152	100.0	30.6	52.1	17.4	0.0	29.2		
Female	138	99.3	18.7	47.8	30.6	3.0	47.8		
Racial/Ethnic Group									
White	223	100.0	22.5	48.8	27.2	1.4	42.3	Yes	Yes
African-American	67	98.5	32.3	53.8	12.3	1.5	24.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	223	100.0	16.6	53.0	28.6	1.8	45.6		
Disabled	67	98.5	54.1	39.3	6.6	0.0	11.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	290	99.7	24.8	50.0	23.7	1.4	38.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	290	99.7	24.8	50.0	23.7	1.4	38.1		
Socio-Economic Status									
Subsidized meals	149	100.0	32.9	50.3	16.1	0.7	28.7	Yes	Yes
Full-pay meals	141	99.3	16.3	49.6	31.9	2.2	48.1		
Mathematics - State Performance Objective = 15.5%									
All Students	289	100.0	20.2	49.1	19.1	11.6	50.5	Yes	Yes
Gender									
Male	151	100.0	23.8	49.0	21.0	6.3	46.2		
Female	138	100.0	16.4	49.3	17.2	17.2	55.2		
Racial/Ethnic Group									
White	222	100.0	14.6	50.9	20.3	14.2	56.1	Yes	Yes
African-American	67	100.0	38.5	43.1	15.4	3.1	32.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	223	100.0	13.4	48.4	24.0	14.3	60.4		
Disabled	66	100.0	45.0	51.7	1.7	1.7	15.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	289	100.0	20.2	49.1	19.1	11.6	50.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	289	100.0	20.2	49.1	19.1	11.6	50.5		
Socio-Economic Status									
Subsidized meals	148	100.0	28.2	50.0	16.2	5.6	38.7	Yes	Yes
Full-pay meals	141	100.0	11.9	48.1	22.2	17.8	63.0		

Definition of Adequate Yearly Progress

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT Performance by Grade Level

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	102	100.0	35.4	43.8	17.7	3.1	20.8
	Grade 5	103	100.0	27.6	44.9	27.6	N/A	27.6
	Grade 6	85	100.0	37.0	35.8	23.5	3.7	27.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	89	100.0	25.8	50.6	22.5	1.1	23.6
	Grade 5	98	99.0	26.0	56.3	16.7	1.0	17.7
	Grade 6	103	100.0	24.5	45.1	28.4	2.0	30.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	102	100.0	25.0	53.1	14.6	7.3	21.9
	Grade 5	103	100.0	15.3	58.2	21.4	5.1	26.5
	Grade 6	85	100.0	27.2	42.0	18.5	12.3	30.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	89	100.0	29.2	48.3	14.6	7.9	22.5
	Grade 5	98	100.0	21.9	51.0	18.8	8.3	27.1
	Grade 6	103	100.0	11.9	44.6	25.7	17.8	43.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 304)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	2.3%	Up from 1.7%	3.0%	2.7%
Attendance rate	96.3%	Up from 91.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.5%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%		3.6%	3.5%
Eligible for gifted and talented	16.5%	Up from 15.8%	15.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.2%	Down from 20.5%	9.3%	8.2%
Older than usual for grade	2.0%	Down from 5.3%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.6%	Up from 0.0%	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	50.0%	Up from 35.0%	51.8%	51.4%
Continuing contract teachers	88.9%	Up from 65.0%	90.8%	87.5%
Highly qualified teachers**	94.1%	N/A	94.2%	95.0%
Teachers with emergency or provisional certificates	17.6%		0.0%	0.0%
Teachers returning from previous year	78.2%	Down from 78.5%	87.5%	86.7%
Teacher attendance rate	93.9%	Up from 93.4%	95.0%	94.9%
Average teacher salary	$36,431	Up 6.1%	$40,868	$40,760
Prof. development days/teacher	7.9 days	Down from 11.9 days	12.4 days	12.4 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 19.4 to 1	19.1 to 1	18.9 to 1
Prime instructional time	89.1%	Up from 84.2%	90.2%	90.0%
Dollars spent per pupil*	$6,587	Down 3.5%	$5,896	$6,044
Percent of expenditures for teacher salaries*	49.7%	Down from 49.8%	65.8%	65.9%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	**Met State Objective**
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

Report of Principal and School Improvement Council

The past year was a challenging and rewarding year for Ware Shoals Elementary School. Our teachers and students were involved in many activities that promoted their academic and artistic achievements. Throughout the school year our teachers and students excelled in the following ways:

—In the science lab students had the opportunity for hands on instruction.
—We added a lab manager to our computer lab. In our computer labs students had the opportunity to use the computers for reading, math, and research.
—Mrs. Annette Batson received her National Board Certification. She makes the fifth Ware Shoals Elementary Teacher to receive the prestigious National Board Certification. Our National Board Certified teachers are Mrs. Margaret Bagwell, Mrs. Annette Batson, Mrs. Jean McCall, Mrs. Linda McCall, and Mrs. Jan Walker.
—We changed our schedule to add a period at the end of the day for academic assistance and enrichment.
—One of our students won the district spelling bee.
—Students were encouraged to read through our accelerated reading program.
—Many students took advantage of our after school program. Our after school program offered swim safety classes to students.
—Mrs. Annette Batson, Mrs. Jean McCall, Mrs. Becky Mitchell, and Mrs. Jan Walker, fourth grade teachers, received Greenwood Education Enrichment Foundation Grants. The grants were used to provide parent involvement activities in the areas of reading, math, science, social studies, and the arts. Family night was held five evenings during the year.
—Mrs. Margaret Bagwell, Mrs. Annette Batson, Mrs. Jean McCall, Mrs. Becky Mitchell, and Mrs. Jan Walker attended a three-weekend class called Coast Team. The workshop was offered through the College of Charleston. Their participation will help to strengthen the teaching of science standards.
—Mrs. Mitchell attended a weeklong workshop at the Roper Mountain Science Center and received a trip to the SC Aquarium for all fourth grade students.
—Fourth grade teachers sponsored a space-oriented sleepover in the school gym for fourth grade students.
—Students also had an opportunity to participate in our Student Council and Junior Beta Club.

Providing a safe learning environment and a quality instructional program will remain our top priority for next year.

Ware Shoals Elementary is committed to continuously improving our educational programs to meet the needs of our students. We are dedicated to enhancing the abilities of each child to think, to act, and to interact in order to successfully perform in a constantly changing world.

D. C. Hutchins

Evaluations by Teachers, Students, and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	95	59
Percent satisfied with learning environment	58.8%	75.8%	72.9%
Percent satisfied with social and physical environment	70.6%	76.8%	67.8%
Percent satisfied with home-school relations	70.6%	89.5%	67.8%

*Only students at the highest elementary school grade level at this school and their parents were included.